



The Individualized Education Program: Partnering for Success

Facilitator's Planning Worksheet



4 hours, 20 minutes total

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Learning Outcomes

- ◆ Participants will consider multiple perspectives:
 - when planning for an IEP meeting,
 - during the IEP meeting, and
 - while implementing the IEP.
- ◆ Participants will reflect on their own practice.
- ◆ Participants will identify areas where they can improve the IEP process.
- ◆ Participants will identify how inclusion can be supported through the IEP process.

Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5-10 minutes	
Partnering for Success	15 minutes	
Video Viewing & Discussions	2 hours, 25 minutes	
Part I	45 minutes	
Part II	40 minutes	
Part III	40 minutes	
Large-Group Share-Back	20 minutes	
Break		
IEP Synthesis Activity	45 minutes	
Small-Group Discussion	35 minutes	
Large-Group Share-Back	10 minutes	

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Agenda	Length	Facilitator
Personal Reflection and Application	5 minutes	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Icon Key



Chart



Handouts



DVD



Key Point

Facilitation Team

Name/Family Voice

Name/Early Care and Education Voice

or Early Childhood Special Education

Name/Early Intervention Voice

Presentation

Date/Time

Location

of Participants

What you will need:

Audio/Visual Equipment:



- LCD Projector and Screen or TV
- DVD Player
- Speakers

DVD:



- The Individualized Education Program: Strategies for Making It Work and Doing It Well*



Charting Equipment:

- Flip chart and markers
- Masking tape or pins

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Handouts (English/Spanish):

- #1 Learning Outcomes
- #2 *The Individualized Education Program: Strategies for Making It Work and Doing It Well* – Acknowledgements
- #3 *The Individualized Education Program: Strategies for Making It Work and Doing It Well* – Guided Viewing
- #4 IEP Synthesis Activity

Important Considerations

This is a long session. You may want to plan a break between the activities around viewing the video and the synthesis activity.

The video used in this session has three parts that focus on planning for and contributing to the Individualized Education Program (IEP) meeting, as well as implementing the IEP. Strategies for the IEP process, drawn from real-life experiences, are described in the video, which is intended to help people develop a positive mindset by considering the different perspectives of the various individuals involved in the IEP process.

This video is part of the larger *Preschool Inclusion Series*, which includes three additional videos:

- *Preschool Inclusion: Working Together to Make It Happen* provides information about the foundations for inclusion from the perspectives of family members, service providers, and administrators from several service delivery systems.
- *Preschool Inclusion: Samantha* gives participants the opportunity to examine inclusion from the perspective of a young girl and her family as she transitions to kindergarten.
- *Preschool Inclusion: Drew* provides participants the opportunity to explore resources that support collaboration for inclusion, particularly when a parent also has a disability.

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The video for this session, *The Individualized Education Program: Strategies for Making It Work and Doing It Well*, is not intended to provide the legal and technical aspects of developing an IEP. A number of resources that explain the law and the technicalities of the IEP are included in the Preschool Inclusion Series Resource List on the supplements page of the Web-based SpecialQuest Multimedia Training Library: <http://www.specialquestlibrary.org>.

In order to effectively guide this session, you need to be familiar with the current reauthorization of the federal law, The Individuals with Disabilities Education Act (IDEA). It is critical that you have accurate information about what is in the law so that you can distinguish the federal legalities from state or local regulations, guidelines, and/or practices.

Make sure you know the specific details of the IEP requirements for the state/locality where you are training.

- All states have their own regulations and guidance for the IEP process.
- Some states also allow local variations in the IEP.
- Remember: states may allow the use of an Individualized Family Service Plan (IFSP) for preschool as a state-wide or local option in lieu of an IEP.

All federal laws and regulations related to IEPs must also be addressed in a preschool IFSP.

Getting a sense of the participants' experience with IEPs will help you guide this session more effectively. You might want to combine an IEP-focused opener with participant introductions. For example, ask participants for one of the following:

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- One word that describes their experience with IEPs,
- The first thing that comes to mind when they think about IEPs, or
- How they would rate their experience with IEPs on a 1–10 scale (1 being no experience and 10 being very experienced).

During this session, you will be asking the participants to form groups, with members within each group representing each of the various roles involved in the IEP process. Either use your favorite grouping strategy for this activity or have each group (gathered by roles) count off by 5's or 6's so that each team will have one person from each role.

This session is related to several sessions in the original SpecialQuest Multimedia Training Library:

- “Developing Family Service Provider Collaboration,” Session 5 in the *Building Relationships with Families* volume
- “Getting Started,” Session 7 in the *Including Infants and Toddlers with Disabilities* volume
- “Transition at Age 3,” Session 9 in the *Including Infants and Toddlers with Disabilities* volume
- All of the sessions in the *Collaboration and Teaming* volume

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Several supplemental resources that would be useful for this session are available on the Web-based SpecialQuest Multimedia Training Library:

- Inclusion Planning Checklist: Home-Visiting Programs (birth–five revision)
- Inclusion Planning Checklist: Center-Based Early Care and Education Programs (birth–five revision)
- IFSP/IEP Comparison Chart (handout)
- IEP Scenario: Yolanda